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Evolution and Growth of College Education in Arunachal Pradesh: A Critical Analysis

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Abstract

Back Ground: Arunachal Pradesh, the land of the rising sun, situated in the North Eastern corner of India formed on 20th February, 1987 is the 13th geographically largest State among all States and Union Territories of India. The Quality Assurance in Higher Education is gaining wide acceptance among the stake-holders throughout the globe. Objective: The aim of the research paper is to find out the development of college education in Arunachal Pradesh. Research Methodology: The data collected for the study were based on the information derived from authoritative and authenticated documents like reports and publications of the Directorate of Higher and Technical Education, Government of Arunachal Pradesh, statistical handbooks, Census of India, records of Rajiv Gandhi University and affiliation documents of colleges, accreditation Reports of NAAC, annual reports and websites of degree colleges, published research papers, articles and Government journals like Arunachal Review, University News, Economic and Political Weekly, etc. Result and Discussion: The academic potential of the college received a big boost by becoming the first institution of higher education in the State. All the Colleges in the State have been affiliated to Rajiv Gandhi University. Conclusion: The foremost task of College Education is to re-examine its own fundamental role and responsibility in relation to the fast changing socio-economic environment of the tribal people.

I. INTRODUCTION

Arunachal Pradesh, the land of the rising sun, situated in the North Eastern corner of India formed on 20th February, 1987 is the 13th geographically largest State among all States and Union Territories of India. The Quality Assurance in Higher Education is gaining wide acceptance among the stake-holders throughout the globe. Though the quality assurance mechanisms are at different levels of growth and capacities in the different countries of the world, but all agree about the need and effectiveness of Quality Assurance in general. It is labour and particularly quality of labour which is the key to the competitiveness of the country out of the three factors of production, i.e. land, labour and capital. It is therefore not surprising that there exists a strong positive correlation between the availability of skilled labour and the gross

domestic product per worker among the countries of the world. The quality of Higher Education can improve the capacity of a nation for active participation in an increasingly knowledge based world economy and thus it has vast potentials for improving the economic growth and reducing poverty. Its great variety of elevation from the outer Siwalik type hills rises to heights of 300 meters and higher, rise in knife like ridges from the plains of Assam to the inner or Greater Himlayan range which rises from 4900 meters to 7000 meters heights along the borders of Tibet or China. Although once a forbidding and terrible place, it is now progressing apace and is famous for the better sort of lives which the people are living in social, economical, political and religion matters. The State is one of the largest States in NER, with a population of 13, 82,611 which comprise of only 0.11 of the population of India, and of 17 individuals to live in one square kilometer (Population Density) according to the Census, 2011. The State is located in what is known as the Eastern Himalayas, which extend from the Bhutan and Southern Tibet to the tri-junction of India, China and Burma at the point where the Himalayas make their startling U-turn to form the Patkai Hills. The State has a lengthy international boundary with Bhutan to the West (160 km), with China to the North and North East (1,080 km) and with Myanmar to the East (440 km). The geostrategic importance to the State is impressively apparent on a glance at the fact that the State has an international boundary of more than 1,630 km.

1.1 OBJECTIVE OF THE STUDY

The aim of the research paper is to find out the development of college education in Arunachal Pradesh in the following way:

1. To investigate the growth of college education in Arunachal Pradesh,
2. To study the growth of degree colleges both government and private,
3. To work out the enrolment pattern of the students both APST and Non-APST, and
4. To study the accreditation status and quality indicators of the higher educational institutions of the State.

II. RESEARCH METHODOLOGY

The approach followed in the study consisted of tracing through systematic method, the origin and growth of collegiate education from the establishment of the first degree college in the year 1964, as far as the latest information available up to the year 2020, tackling the expansion of the institution in relation to social and economic transformations undergoing in the State. The data collected for the study were based on the information derived from authoritative and authenticated documents like reports and publications of the Directorate of Higher and Technical Education, Government of Arunachal Pradesh, statistical handbooks, Census of India, records of Rajiv Gandhi University and affiliation documents of colleges, accreditation Reports of NAAC, annual reports and websites of degree colleges, published research papers, articles and Government journals like Arunachal Review, University News, Economic and Political Weekly, etc. Thus, the above documents provided the required information about the establishment of colleges and their institutional results, faculty and programme-structures and student enrollment statistics, distribution of students under APST and Non-APST categories, accreditation success and thus a complete analysis of the institution was possible. The study employs descriptive statistical tools like tabulation, percentage analysis, comparative analysis, etc. for study of the institutional expansion and student enrollment trends. Data is presented through tables and graphs for clear understanding of the growth trends in the case of government and private colleges. The analysis has also the qualitative interpretational aspect, where the findings are interpreted in relation to the educational and socio-economic development process in Arunachal Pradesh, with particular reference to the access of higher education among the tribal communities, parity in educational infrastructure and institutional quality improvement process.

The scope of the study is limited to all

government and non-government degree colleges affiliated to Rajiv Gandhi University and do not include either technical universities or private university system which arose later. Since this study is entirely based on published and official secondary data, it does not take into consideration the primary field data. Now the validity of the findings depends upon the validity and completeness of the official data consulted. In order to avoid bias in the data the investigation was subjected to a cross-checking with other secondary sources from different government documents and institutional publications. In other words the method adopted in this paper leads to an intensive analysis of the different aspects of higher college education in Arunachal Pradesh and thus gives a comprehensive understanding of the phenomena of higher education in regard to development and quality aspects of industrial related to the socio economical growth of the state. The researcher has design the methodology is as follows.

2.1 Research Design: The study is descriptive and analytical in nature. It relates to historical growth, spread, expansion of institutions, enrollment etc. and evaluation and analysis of educational quality in higher education of the state of Arunachal Pradesh.

2.2 Nature of Study: This study is qualitative and quantitative in nature.

a. Qualitative Aspect: Historical and policy review

b. Quantitative Aspect: Analysis of enrollment data, institutional growth and status of accreditation.

2.3 Type of Data: The required data have been collected only from the secondary sources.

2.4 Sources of Data: The secondary data have been collected from the following:

a. Directorate of Higher and Technical Education, Govt. of Arunachal Pradesh.

b. Reports and affiliation records of Rajiv Gandhi University (RGU).

c. NAAC accreditation reports.

d. Census of India publications.

e. Institutional annual reports and their official college websites.

f. Government documents and educational statistics.

g. Journals like Arunachal Review, University News, Economic and Political Weekly.

2.5 Methods of Collection of Data: Data were collected through:

a. Documentary analysis.

b. Government and University sources & websites.

c. Reports, hand books and published literatures.

2.6 Tools and Techniques of Analysis:

a. Tabulation of data of establishment of colleges and their enrolments.

b. Percentage analysis (Gender wise & category wise enrolment).

c. Comparative analysis of Government and Private Colleges.

d. Observation of trend on NAAC accreditation cycles.

2.7 Variables Studied:

a. Number and year of establishment of colleges.

b. Type of management (Govt. / Private).

c. Enrolment according to gender.

d. APST vs. Non-APST students enrolment.

e. NAAC accreditation status & cycles.

2.8 Time Period of Study: This study covers the period from1964-2020 regarding the growth of college education in Arunachal Pradesh.

2.9 Geographical Aspects: The study covers all the degree colleges in Arunachal Pradesh affiliated to Rajiv Gandhi University (both Government as well as private.).

2.10 Limitation of the Study:

a. Based entirely on secondary data.

b. Findings are dependent on the accuracy

and availability of official sources.

c. Changes are not covered after 2020.

III. RESULT AND DISCUSSION

3.1 SCENARIO OF COLLEGE EDUCATION

Table-1: Government Colleges with Year ofEstablishment, Location and Status of NAAC in Arunachal Pradesh under Higher and Technical Education

S.N.	Name of College with Location	Yr. of Est.	Status of NAAC
1	Jawaharlal Nehru College, Pasighat	1964	B++ (1st Cycle) A (2nd Cycle) B (3rd Cycle)
2	Dera Natung Government College, Itanagar	1979	B+ (1st Cycle) B (2nd Cycle) C(3rd Cycle)
3	Indira Gandhi Government College, Tezo	1986	B++ (Re-ac.)
4	Bomdila Government College, Bomdila	1988	B
5	Rang-Frah Government College, Changlang	1996	C (Re-ac.)
6	Donyi Polo Government College, Kamki	1996	B
7	Wangcha Rajkumar Government College, Deomali	1997	NAAC under Process
8	Government College, Yachuli	2007	
9	Govt. Model College, Seppa	2009	
10	Tadar Taniang Govt. College, Nyapin	2009	
11	Govt. College, Doimukh	2012	
12	Govt. Model College, Daporijo	2012	
13	Govt. Model Degree College, Geku	2014	
14	Binni Yanga Govt. Women‟s College, Lekhi	2014	
15	Govt. Model Degree College, Basar	2015	
16	Jomin Tayeng Govt. Model Degree College, Roing	2016	
17	Dorjee Khandu Govt. College, Tawang	2017	
18	Govt. Model College, Palin	2018	
19	Jarbom Gamlin Govt. Law College, Jote (Itanagar)	2019	

There was the start of higher education in this state with the establishment of Jawaharlal Nehru College at Pasighat. The college was born with 42 students and 8 staffs in the Arts faculty in the barracks of the Assam Rifles on July 3, 1964 and was shifted to the present place in 1967 to get an identity of its own. Source: Directorate of Higher and Technical Education, Itanagar, 2020

Though Jawaharlal Nehru College, Pasighat, was the only institution of higher learning in this state till 1978, but now there are more colleges established in this state. After more than 50 years of its creation, this college is working with around 4000 students every year in it for learning in 13 subjects out of 3 different faculties in Arts and Science with more than 65 devoted teaching staff, coming from the different places of the country. Its glory is that this is the only College in which the post-graduate courses are running in the subjects of History, Geography, and Hindi with the intake capacity of 25, 15, and 20 seats respectively.

The Academic Potential of the Colleges: The academic potential of the college received a big boost by becoming the first institution of higher education in the State to be accredited (Cycle 2) with Grade 'A' by the National Assessment and Accreditation Council (NAAC) in 2014. It received earlier the credit of being component like the first and only college of the State affiliated to the Rajiv Gandhi University, Itanagar, to get the status of 'COLLEGE WITH THE POTENTIAL FOR EXCELLENCE (CPE)' from the University Grants Commission (UGC), New Delhi, in 2010 and this was re-conferred on it in 2014.

Next Dera Natung Government College was started at Itanagar (Capital Town) on 6th

September 1979 in the premises of the Government Higher

Secondary School Building with the erstwhile name of 'Government College'. It had started its educational pursuits in the evening shift with four Departments of English, Hindi, Economics and History with a handful of students. It changed to its own complex building on its permanent site in 1986. In 2005 the college received a NAAC Accreditation Grade B+. During its 40 years of glorious existence the students, the faculty members, the non-teaching staff and the college authorities have been working towards these ideals or goals and presently it remains a premier institute of higher education in the State with a legacy of excellence in the teaching-learning process received a big boost by becoming the first institution of higher education in the State to be accredited (Cycle 2) with Grade 'A' by the National Assessment and Accreditation Council (NAAC) in 2014. It received earlier the credit of being component like the first and only college of the State affiliated to the Rajiv Gandhi University, Itanagar, to get the status of 'COLLEGE WITH THE POTENTIAL FOR EXCELLENCE (CPE)' from the University Grants Commission (UGC), New Delhi, in 2010 and this was re-conferred on it in 2014.

The college's academic ability received a fillip when in the year 2014, it became the first institution of higher education in the state to be accredited (Cycle 2) with "A" grade by the National Assessment and Accreditation Council (NAAC). It has also earned the honour of being the first and only college in the state affiliated to Rajiv Gandhi University, Itanagar to be awarded “COLLEGE WITH POTENTIAL FOR EXCELLENCE (CPE)” status by University Grants Commission (UGC), New Delhi in the year 2010 which was re-accredited in 2014 (https://www.jncpasighat.edu.in/). Next, Dera Natung Government College was started at Itanagar (Capital Town) on 6th September 1979 in the Government Higher Secondary School Building with its erstwhile name of ‘Government College’. It started its educational activities in the evening shift with four departments of English, Hindi, Economics and History with a handful of students. It was shifted to its own building complex in its permanent place in 1986. In the year 2005, the College got a NAAC Accredited Grade B+. During its glorious 40 years of existence, the students, the faculty, the non-teaching staff and the college authorities have been arming themselves with these ideals and goals and at present it is one of the premier institutions of higher education in the state with a tradition of excellence in the teaching and learning process.

The college was renamed as Dera Natung Government College in the session 2001-02 to pay homage to the voluminous service of the visionary and illustrious leader, late Dera Natung, who served as the most dynamic Education Minister for the overall development of education in the state. Since then the college has made spectacular progress in respect of infrastructure facilities, students’ enrolment, number of faculty positions, encouraging students’ performance and educational research. The college was re-accredited by NAAC with B Grade in 2012 (https://www.dngc.ac.in/).

Gradually Indira Gandhi Government College was opened in 1986 at Tezu, Bomdila Government College was opened in 1988 at Bomdila, Donyi-Polo Government College was opened in 1996 at Kamki, Rang Fra Government College was opened in 1996 at Changlang, and Wangcha Rajkumar Government College at Deomali in 1997. Thus the journey of establishment of degree colleges in the different districts of the state is going on continuously for the imparting the good fruit of higher education. The last Govt. Model College was started at Palin in 2018. At present, there are 18 Govt. Degree Colleges 1 Govt. Law College called Jarbom Gamlin Govt. Law College at Jote (Itanagar) throughout the State. Out of these colleges, Jawaharlal Nehru College, Dera Natung Government College and Indira Gandhi Government College are giving education in general subjects like Arts, Science, and Commerce, whereas the rest of colleges are imparting education only in Arts. Besides Arts, Commerce is also taught at Donyi Polo Government College. The above Table-1 shows all the colleges of general education with year of establishment and

status of NAAC under Higher and Technical Education.

Discussion of Table-1: It is discovered that as on January, 2020, there are 19 government colleges owned by the government and directly managed by it in the state : Out of these two colleges i.e., Jawaharlal Nehru College and Dera Natung Government College have been assessed and accredited under three cycles of NAAC, indira Gandhi Government College and Rang-Frah Government College have been assessed and accredited under two cycles of NAAC, and Bomdila Government College and Donyi polo Government College have been assessed and accredited under first cycle of NAAC. The rest of the colleges have not been assessed and accredited under NAAC. At present all the Government Colleges are imparting teaching in semester mode as per guidelines of RGU. At present out of 19 colleges run under government management, only six colleges have been assessed and accredited by NAAC, it is only 33.33 per cent in percentage.

Observations of the following Table-2: As on January, 2020, there are 8 private colleges under private management in the state, out of which the St. Claret College at Ziro has only been assessed and accredited in the first cycle of NAAC. The Don Bosco College at Jollang, Itanagar, as an affiliated college under RGU, is teaching the programmes in the semester mode like Bachelor of Arts, Bachelor of Commerce. The St. Claret College being an affiliated college under RGU, is teaching the programmes in the semester mode like Bachelor of Arts, Bachelor of Commerce and Bachelor of Arts (Mass Communication). The remaining 6 colleges are also affiliated under RGU. These 6 Colleges are teaching only Bachelor of Arts. At present all the private colleges are teaching in semester mode according to the guidelines of RGU. Out of 8 colleges under private colleges, 1 College (St. Claret College at Ziro) has only been assessed and accredited by NAAC.

Table-2: Private Degree Colleges under Private Management with Year ofEstablishment in Arunachal Pradesh

Sl.No.	Name of College with Location	Yr. of Est.	Status of NAAC
1	Don Bosco College, Jollang	2002	
2	St. Claret College, Ziro	2003	A
3	Doying Gumin College , Pasight	2004	
4	St. Francis De Sales College, Aalo	2007	
5	Arunachal Community College, Itanagar	2009	
6	Mahabodhi Lord Buddha College, Namsai	2013	
7	Venerable Uktara Bethany College, Namsai	2014	
8	Namdapha Degree College, Miao	2018	

Source: Directorate of Higher and Technical Education, Itanagar, 2020

Finding of Table-4 and figs.-2, 3, 4 & 5 in respect of all kinds of students: The enrolment in Government colleges shows the strength to be 50.41% i.e. 51% boys and 49.50% i.e. 49% girls, the same is shown in fig. 2 where as in Private Colleges the strength is 52.24% i.e. 52% boys and 47.76% i.e. 48% girls, shown in fig. 3. In all the Government and Private colleges the total strength is 50.87% i.e. 51% boys and 49.13% i.e. 49% girls studying in the state has been worked out shown in fig. 4 Again if we see the strength of students studying in Government colleges as well as in Private colleges it shows them to be 78.88% i.e. 79% in Government colleges and 21.12% i.e. 21% in Private colleges shown in fig. 5.

Observations of Table-3 and Fig. 1: Presently, there are altogether 26 degree colleges

functioning which are affiliated under RGU, out of which 18 are government institutions and 8 are private institutions, i.e., 69% of Government and 31% are private. This is illustrated in detail in Table-3 and Fig.- 1 below.

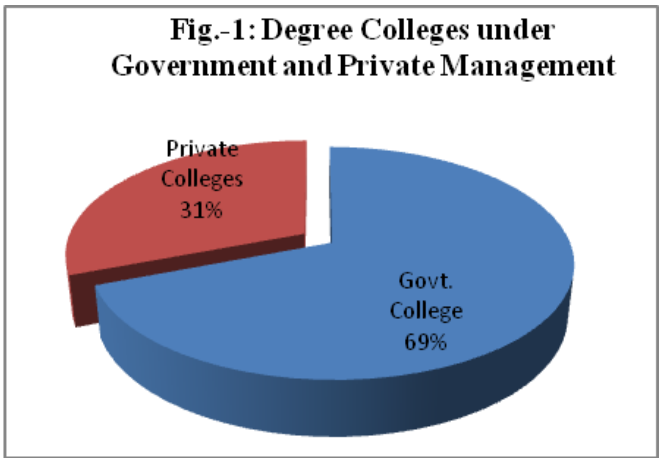
Enrollment and position of student

The enrollment of students and position of APST and Non -APST in the colleges coming under Government and Private management in the state is shown through the Table 4 below.

Table-3: Degree Colleges under Government and Private Management in Arunachal Pradesh

Status of College	Number of Colleges
Govt. Colleges	18 (69.23)
Private Colleges	8 (30.77)

Source: Directorate of Higher and Technical Education, Itanagar, 2020. N.B.: Figures within parenthesis indicate percentage).



IV. CONCLUSION

A conclusion section must be included and should indicate clearly the advantages, limitations, and possible applications of the paper. Although a conclusion may review the main points of the paper, do not replicate the abstract as the conclusion. A conclusion might elaborate on the importance of the work or suggest applications and extensions.

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An acknowledgement section may be presented after the conclusion, if desired.

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